



# Brookfields Special School Information for Governors

## The Governing Body should focus strongly on three core functions:

- setting the vision and strategic direction of school
- holding the head teacher to account for its educational performance
- ensuring financial resources are well spent

Priorities 2016-2017	
Pupil progress	1. Improving Communication
Pupil Progress	2. Curriculum and Assessment
Pupil progress	3. Physical Development and Wellbeing

**Core Aim**  
**Brookfields Special School**  
To provide a personalised education for all pupils in a learning community where entitlement, opportunity and challenge are championed.

## Statutory duties of Governors

- Standards
- Targets for pupils attainment
- Curriculum – balanced and broadly based
- Reporting results
- Policies
- Finance – approving budget/use of public funds
- Safeguarding
- Staffing
- Appointments
- Performance Management – reviewing staff performance and pay
- Discipline
- Inspection – quality of education provided
- SEN

## Head Teacher's Vision

For Brookfield's Special School to be recognised as an innovative Centre of Excellence, providing an outstanding, personalised education for all pupils.

To create a learning community where entitlement, opportunity and challenge are championed.

To offer outstanding SEN training, support and partnership for professionals, colleagues and parents.

To remain at the forefront of SEN development locally, regionally and nationally.

## Brookfields Special School

### Governing Body Self Review Checklist Sept 2016

Area	Yes	Detail
<b>1. Have you elected the following on your governing body?</b> 1. Chair 2. Vice Chair 3. Committee Chairs 4. Named Gov for SEN 5. Named Gov for Child Prot/ Safeguarding (Statutory) 6. Named Gov for Health and Safety (Statutory) 7. Named Gov to report on Pupil Premium 8. Key Gov for Pupil Data Analysis and Information	☺ ☺ ☺ ☺ ☺ ☺ ☺	Dave Ebsworth Stephen Flint Named Governor not required for Special School Chris Manning Saeed Humza Stephen Flint Jenny Hedge
<b>Role of chair: Does our chair show strong and effective leadership?</b> 1. Do we carry out a regular 360 review of the chair's performance?		The Chair's performance is not reviewed as it is felt by the FGB that it is not appropriate for a voluntary role. However, the chair and vice-chair rotate every two years so no single character can dominate the FGB.
<b>2. Have you completed a skills audit recently to analyse skills and guide recruitment?</b>	☺	Financial skills audit      March 2016 Skills Audit                      July 2015
<b>3. Do you have a succession plan for Chair/Vice Chair?</b>  Do we engage in good succession planning?		Chair In place for 2015/16      Dave Ebsworth Vice: In place until Dec 2016  FGB is effective and have changed from a committee structure to FGB meetings only. This structure will be reviewed again on a regular basis.  LA training for prospective chair/vice chair

		The Chair is replaced every two years. Governors do serve longer than two terms if their contribution is valued by the FGB and alternatives are not available. The FGB regards long service as a benefit when it brings experience and confidence to challenge the SLT.
<b>4. Have you completed an annual calendar for meetings?</b>	☺	Clerk to Governors
<b>5. Have you prepared an annual agenda content planner?</b>	☺	Incorporated within new meetings schedule Agreed at FGB 4/12/13 Copied by email from Clerk 26/02/14
<p><b>Strategy: Does the school have a clear vision?</b></p> <p>1. Have we developed long-term aims for the school with clear priorities in an ambitious school development plan which is regularly monitored and reviewed?</p> <p>2. Does our strategic planning cycle drive the governing body's activities and agenda setting?</p>	☺	<p>School Devp Plan (SDP) Long Term Premises Plan Classroom Devp Plan School Self Evaluation Plan</p> <p>Focus on 3 Priorities (2016/17) + Premises</p> <ul style="list-style-type: none"> <li>- Improving Communication</li> <li>- Curriculum and Assessment</li> <li>- Physical Development and Wellbeing</li> </ul>
<b>6. Have you undertaken a review of the GB's effectiveness in the last year</b>	This doc updated annually	<p>Refer to and incorporate within this document:</p> <ul style="list-style-type: none"> <li>• Wellcome Trust. (recommended Code of Governance 2012)</li> <li>• 20 Key Questions Published on the 9<sup>th</sup> July 2012 at the Summer Reception of the All-Party Parliamentary Group on Education Governance &amp; Leadership</li> <li>• Twenty Questions 2<sup>nd</sup> Edition 2015 Key Questions every Governing Board should ask itself (Separate document – July 2015 SFT)</li> <li>• WBLA `Supported Self Review` SSR to ascertain strengths and weaknesses of Gov Body</li> </ul>

Governor Training	Yes	Detail
<p><b>7. Do you have governors trained in performance management?</b></p>		<p>Blue Sky Online Performance Management system in place  <a href="http://blueskyeducation.co.uk/">http://blueskyeducation.co.uk/</a>            Regular reports to all Governors from SAA at meetings of FGB            Refer to Brookfield's Appraisal Policy            Outcome of classroom observations – reported by SAA at meetings of FGB</p> <p>The staff is very large so checks are made on a sample basis. The FGB reviews teaching performance data and plans to intervene when necessary. Now performance related pay is in place, any problems with performance management would be highlighted yet in the first year of the new policy, no appeals were made.</p>
<p><b>8. Do you have governors trained in understanding data about pupil attainment and progress.</b></p>	☺	<p>CASPA/PIVATS training Feb 2014            Jenny Hedge – Key Governor – Data Analysis</p>
<p><b>9. Do you have governors trained on Pupil Premium Grant.</b> (Looked After Children/Free School Meals/Forces children)</p>	☺	<p>Stephen Flint</p> <p>Regular reports to all Governors from SSY at meetings of FGB</p>
<p><b>10. Did your governors have training other than that delivered by Governor Services?</b></p>	☺	<p>Barry Carpenter – Complex needs            NGA Conference            RGA – The Avenue            WBGF – Georgina Glenny Session</p>
<p><b>11. Have you reviewed governor training for the last yr and used the results to plan training for this year?</b></p>		<p>Ann Rothern taken over responsibility for overseeing Capability Audit for Governors</p> <p>July 2015</p>

**12. Have you planned targeted governor visits to school for:**

1. Monitoring and Evaluation e.g. Pupil Progress meetings/Work Scrutiny/Learning Walks

2. Governor presence at events e.g. Parent evenings/school performances/sports day

**Does the governing body have a structured and purposeful approach to school visits?**

i) The governing body has an agreed policy and code of practice for visits to the school, and how such visits are recorded and reported.

ii) Such monitoring visits are related to school improvement priorities and statutory responsibilities, and information gained from school visits is shared with the governing body in a structured way.

iii) School visits contribute to the evidence base for decision-making by the governing body.



Clerk to provide Governors with WB documentation regarding targeted areas of focus. Agreed FGB 05-02-14  
LA Guidance [www.westberks.gov.uk/governor](http://www.westberks.gov.uk/governor)

Documented as an Agenda item at meetings of FGB  
Diary to record Governor Visits/Focus

LA Guidance [www.westberks.gov.uk/governor](http://www.westberks.gov.uk/governor)

- 3 Priorities for 2016/17
- Improving Communication
  - Curriculum and Assessment
  - Physical Development and Wellbeing

**Demonstrating Challenge and Accountability**

**Yes**

**Detail**

**13. Is Pupil Premium Grant (PPG) an agenda item at your meetings?**



**14. Can Governors confidently explain and justify decisions reached around rewarding pay increases, under the new Pay Policy**



Specified Governors on Pay Committee  
SFT  
LNS  
CMG

<p><b>15. Can governors talk confidently about pupil progress in light of evidence from</b></p> <ul style="list-style-type: none"> <li>• School data reporting</li> <li>• Ofsted Data Dashboard – some relevance to Sp Sch</li> <li>• Raise Online - mainstream</li> <li>• Fischer Family Trust Dashboard - mainstream</li> <li>• Pupil Premium Grant Usage</li> </ul>	<p>☺</p>	<p>Assessment training Feb 2014 Formative Assessment – teacher assessment Summative Assessment – benchmarked assessments</p> <p>CASPA: Comparison and Analysis of Special Pupil Attainment – National assessment tool</p> <p>PIVATS: Performance Indicators for Value Added Target Setting - Moderation tool used internally. Data feeds in to CASPA</p> <p>Progression Guidance (DfE)</p> <p>EYFS – Early Years assessment tool 6<sup>th</sup> Form assessment regime 5 Learning Pathways</p>
<p><b>16. Can governors talk confidently about pupil progress for</b></p> <ul style="list-style-type: none"> <li>• Year groups</li> <li>• Vulnerable groups/cohorts</li> <li>• Pupil Premium cohort</li> <li>• Boys v Girls</li> </ul>	<p>☺</p>	<p>Assessment training Feb 2014</p> <p>Informed by use of CASPA/PIVATS Pupil Premium data presented by CBE at each meeting of FGB</p>
<p><b>17. Do you receive a written report from you HT at least 3 times/yr?</b></p> <p><b>Does the governing body gather information from the head teacher and other professionals, allowing them to evaluate the school?</b></p> <p>1. The governing body receives information about how well learners are guided and supported.</p> <p>2. The governing body receives information about the overall effectiveness and efficiency of staff leadership and management.</p> <p>3. The governing body receives information from outside the school that corroborates information provided by the school.</p>	<p>☺</p>	<p>HT report included as an agenda item at meetings of FGB</p> <p>Performance Management</p> <p>Ofsted Reports SIA - Kim James' reports</p>
<p><b>18. Do governors come to meetings having read the papers and with questions in mind?</b></p>	<p>☺</p>	

<p><b>19. Have you assessed whether minutes demonstrate how governors effectively question and challenge? e.g do minutes show questioning from named governors.</b></p>	<p>☺</p>	
<p><b>20. Have governors used other sources to cross check evidence given to them by HT and SLT?</b></p>		<p>Focused visits to school Feedback from courses run by Brookfields – evaluation data Use of CASPA for comparison of assessment data with other Special Schools in UK – national context</p>
<p><b>Engagement: Are we properly engaged with our school community, the wider school sector and the outside world?</b> 1. How do we listen to and understand our pupils, parents and staff? 2. How do we report to our parents and local community regularly? 3. What benefit do we draw from collaboration with other schools and other sectors, locally and nationally?</p>		<p>School Council Minutes/visits  Governing Body Annual Statement and Review of Progress – posted on school website  W2W Project Search RBH Work Experience eg Laithwaites/Microsoft</p>
<p><b>Before the Inspector Arrives</b></p>	<p><b>Yes</b></p>	<p><b>Detail</b></p>
<p><b>21. Have you reviewed and updated the details about governors and governance on your school website?</b></p>	<p>☺</p>	
<p><b>22. Have you reviewed and updated the school website to ensure it has all of the statutory info that is req.</b></p> <ul style="list-style-type: none"> <li>• Pupil Premium Grant</li> <li>• Admissions procedure</li> <li>• School Curriculum</li> <li>• Policies</li> <li>• Ofsted Reports</li> <li>• Vision Statement (Equalities)</li> </ul>	<p>☺ ☺ ☺ ☺ ☺ ☺</p>	

<b>23. Does the Chair of Gov complete an annual appraisal of the Clerk?</b>	☺	Completed by HT Jan 2015
<b>24 Have you set the date for this year's annual appraisal of the Clerk?</b>	☺	Completed by HT Jan 2015
<b>25. Have you reviewed the content of your minutes to ensure they provide evidence of challenge and impact?</b>	☺	
<b>26. Are hard copies of minutes kept safely at school for easy access?</b>	☺	Copies kept in Clerk to Governors' Office Information for Governors on Governors' notice board
<b>27. Do governors know when the school is likely to be inspected and the notice period given for inspection?</b>		Last inspected: March 2016. Short Inspection Notice period: 1 working day
<b>28. Have you identified who will meet the Inspectors? (Team on standby – contactable by phone)</b>		
<b>29. Have you considered that governors will need to support the school in the period post Inspection? E.g meetings with parents.</b>		Report to Parents - feedback

Updated Sept 2016

## **Preparing for Ofsted**

### **Useful websites**

[www.westberks.gov.uk/governor](http://www.westberks.gov.uk/governor)

school visits protocol/Supported Self review/

[www.wellcome.ac.uk/recommendedcode](http://www.wellcome.ac.uk/recommendedcode)

Recommended Code of Governance

[www.nga.org.uk/Resources/Useful-Documents/Twenty-Key-Questions.aspx](http://www.nga.org.uk/Resources/Useful-Documents/Twenty-Key-Questions.aspx)

Self Review



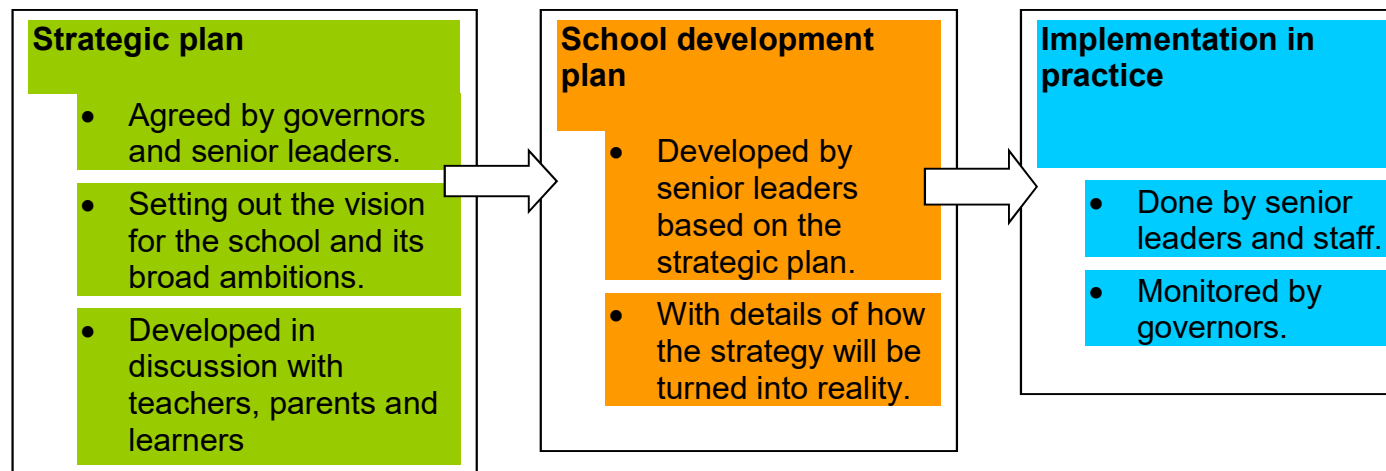
# Overall structure of the Recommended Code of Governance for Schools (Oct 2012) – Wellcome Trust

The Recommended Code has three elements:

## Element A

### A shared vision and long-term strategic plan for the school

from which annual school development plans can be derived, with the governing body monitoring these plan



## **Element B     A framework for governance** - setting out how the governing body is expected to function.

Published on the 9<sup>th</sup> July 2012 at the Summer Reception of the All-Party Parliamentary Group on Education Governance & Leadership

### Governing Body Self Evaluation

#### Twenty key questions for a school governing body to ask itself

##### **Right skills: Do we have the right skills on the governing body?**

1. Have we completed a skills audit of our governing body?
2. Do we appoint governors on the basis of their skills, and do we know how to find people with the necessary skills?

##### **Effectiveness: Are we as effective as we could be?**

3. Do we understand our roles and responsibilities?
4. Do we have a professional clerk and run meetings efficiently?
5. What is our training and development budget and does every governor receive the support they need to carry out their role effectively?
6. Do we know about good practice from across the country?
7. Is the size, composition and committee structure of our governing body conducive to effective working?
8. Does every member of the governing body make a regular contribution and do we carry out an annual review of the governing body's performance?

##### **Strategy: Does the school have a clear vision?**

9. Have we developed long-term aims for the school with clear priorities in an ambitious school development plan which is regularly monitored and reviewed?
10. Does our strategic planning cycle drive the governing body's activities and agenda setting?

##### **Accountability of the executive: Do we hold the school leaders to account?**

11. Do we understand the school's performance data well enough to properly hold school leaders to account?
12. How effective is our performance management of the headteacher?
13. Are our financial management systems robust and do we ensure best value for money?

##### **Engagement: Are we properly engaged with our school community, the wider school sector and the outside world?**

14. How do we listen to and understand our pupils, parents and staff?
15. How do we report to our parents and local community regularly?
16. What benefit do we draw from collaboration with other schools and other sectors, locally and nationally?

##### **Role of chair: Does our chair show strong and effective leadership?**

17. Do we carry out a regular 360 review of the chair's performance?
18. Do we engage in good succession planning?
19. Are the chair and committee chairs re-elected each year?

##### **Impact: Are we having an impact on outcomes for pupils?**

20. How much has the school improved over the last three years, and what has the governing body's contribution been to this?

### Element 3

High-level **school performance indicators**, encompassing all outcomes for an effective school, on which governors report annually to parents.

Linked to the high-level **performance information** that governors need to monitor the performance indicators.

School performance indicator	Examples of performance information for measurement	✓
Do learners at this school achieve to their potential?	(Special schools) Progress against appropriate measures CASPAR PIVATS	
Are learners at this school inspired by their teachers?	Possibilities include: <ul style="list-style-type: none"> <li>• parents' ratings of how likely they would be to recommend the school</li> <li>• Ofsted data about teaching quality</li> <li>• objective surveys commissioned from an external provider.</li> </ul>	
Do learners at this school have high aspirations?		
Do learners enjoy coming to this school?	Attendance rates Parent and learner surveys	
Are relationships among learners good at this school?		
Are learners at this school self-confident?		
Do learners at this school have multiple opportunities to experience success?	Range of opportunities available at the school (music, drama, sport, dance etc) in addition to academic opportunities Proportion of learners taking part in such opportunities Quality of facilities for extracurricular activities	
Are learners from this school employable?	Proportion in education, training or employment three years after leaving	
Does the school have good community relations? <ul style="list-style-type: none"> <li>• Is the school outward-facing in the community?</li> <li>• Does it support the community, and does the community support it?</li> </ul>	Could include ratio of applications to places  Project Search/Laithwaites/Microsoft	
Are learners taught in a healthy and safe environment?	Could include performance against 'Healthy Schools' criteria	

